

# GENESEE JOINT SCHOOL DISTRICT LITERACY INTERVENTION PROGRAM (2016-2017)

School District	Genesee Joint School District #282	
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## Program Summary (2015-2016)

### Overview:

Genesee Joint School District provides literacy interventions to students K-3 through Paraprofessional services in the general education classroom. Students who are identified through IRI or CBM testing are brought to the data review meeting and students are either progress monitored bi weekly or weekly depending upon intervention. Kindergarten students attended school ½ day (544 hours); 94 hours above the required 450 hours. Grades 1-3 attended school 1006 hours 194 hours above required instruction. The district also offered half day tuition based Pre-K program for students. Pre-K students received 544 hours of instruction throughout the year. Students also attending Pre-K and ½ day Kindergarten were also offered the opportunity to stay the remainder of the day for “Little Bulldogs” which also offered educational instruction during the afternoon hours.

### Interventions:

- Paraprofessional was scheduled for assistance in first grade classroom. Paraprofessional provided literacy interventions within the classrooms.
- Literacy progress monitoring and interventions were determined at quarterly data review meetings. Upon review of data, progress monitoring or interventions were put into place to support student achievement.
- Interventions were provided in and out of the classroom with certificated Title 1 teacher.
- Budget: Please refer to Budget sheet attached.

### Intervention Programs (K-3)

- Houghton Mifflin (K-3) –
  - Provides systematic instruction in skill areas necessary for reading success.
  - Provides tool such as beginning strategies that students are taught to use independently to become successful readers.
  - Teaches Phonetic skills to decode and increase fluency and comprehension
- Phonics for Reading (K-3)
  - Supplementary program designed to teach decoding skills. Generally used in grades 1-3.
  - Letter/sound relationships; prefix/suffix etc.

### Assessment Programs

- IRI (K-3)
- Aimsweb: CBM (K-3)
- Renaissance Learning – STAR Reading Assessment (2 & 3)
- Classroom Assessments - Formative and Summative (K-3)

# GENESEE JOINT SCHOOL DISTRICT LITERACY INTERVENTION PROGRAM (2016-2017)

**Budget:** Please refer to Budget sheet (p. 7)

## Program Summary (2016-2017)

### **Overview:**

For 2016/17, the Genesee Joint School District has expanded half day kindergarten to full day kindergarten allowing for 1006 hours of instruction vs. the required 450. Each classroom K-3 also has been given paraprofessionals during reading instruction, thus allowing support within the general education classroom. The district has also expanded the Title One teaching position from .5 to 1.0FTE to support the number of students identified in the area of literacy.

Students will receive intervention in addition to their reading and writing instruction within the school day. (Students K-3 attend school for 1006 hours vs the required 450 hours in Kindergarten and 810 in grades 1-3).

### **Interventions:**

- Paraprofessional was scheduled for assistance in K-3 grade classrooms. All classrooms have a paraprofessional to support classroom instruction during reading, writing, literacy instruction.
- Paraprofessional provide progress monitoring and or literacy interventions within the classrooms under supervision of certificated classroom teacher. All paraprofessionals are consider HQ.
- Literacy progress monitoring and interventions are determined at quarterly data review meetings. Upon review of data, progress monitoring or interventions were put into place to support student achievement.
- Interventions were provided in and out of the classroom with certificated Title 1 teacher.
- District has developed a flow chart to guide the process of implementing progress monitoring and interventions. Please refer to flow chart on page 9.

### **Intervention Programs (K-3)**

- Houghton Mifflin (K-3) –
  - Provides systematic instruction in skill areas necessary for reading success.
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## Assessment Programs (K-3)

- IRI (K-3)
- Aimsweb: CBM (K-3)
- Renaissance Learning – STAR Reading Assessment (2 & 3)
- Classroom Assessments - Formative and Summative (K-3)

**Budget:** Please refer to Budget sheet attached. (P.8)

## Comprehensive Literacy Plan Alignment

### 1. Collaborative Leadership:

- School Board has adopted Genesee Joint School District Literacy Intervention program as part of the District Strategic Plan for 2016/17.
- District has developed literacy intervention team consisting of Elementary Principal/ Supt., Title One teacher, Kindergarten teacher, Elementary Assessment Coordinator.
- School Board and Administration have moved Kindergarten program to full day program vs. half day program to allow students more academic instruction.
- District has implemented afterschool program for K-3 students to attend Monday – Thursday for students who need additional time to complete work, practice reading etc.
- Family activities surrounding literacy development are coordinated with Genesee PTO, Librarian and Title One Director. Activities are held throughout the year such as Book Fair/ Books and Breakfast/ Literacy Night etc.
- Paraprofessionals are assigned to each classroom K-3 during Reading/Writing/ Language Instruction.

### 2. Developing Professional Educators:

- District has encouraged K-3 teachers to work with regional Literacy coaches. April Niemela, Idaho Reading Coach has provided regional professional development specifically to 1st grade, 2<sup>nd</sup> grade, and Title One teacher.
- Title One teacher will be attending professional development/ Title One conference regarding Reading/ Literacy intervention during 2016/17 school year.
- Title One teacher is a veteran teacher and has recently been appointed Title One director. She will receive a mentor for the 2016/17 school year. Mentor was previous Title One teacher.
- Paraprofessionals receive training throughout the year in progress monitoring, data collection, etc.
- District has 17 PD days per year built into the school calendar. Teachers have multiple opportunities to work together throughout the year, meet with mentor teachers, review data etc.

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## 3. Effective Instruction and Intervention:

- K-3 teachers have strong understanding of language development and the Five essential reading components.
- Teachers K-3 have adopted the Lucy Caulkins Reading (2016) and Lucy Caulkins Writing (2015) and are using explicit instruction and consistent curriculum. Both Curriculums align to Idaho State Content Standards
- Transition meetings are held annually between grade level teachers to ensure that teachers are well informed of students needs and instruction can be relatively seamless between grades.
- District has implemented Response to Intervention to identify struggling readers for intervention and/or progress monitoring.
- District has implemented the use of Google Docs and Spreadsheet to keep data organized and tracked, so data can be used over multiple years to monitor individual student growth, progress or concerns.

## 4. Assessment and Data:

- District and team disaggregate and analyze the data regularly to inform instruction, intervention and progress monitoring.
- Quarterly data review meetings are held regarding ALL students within the district.
- RTI team consists of Title One teacher, Special Education teacher, Administration, Classroom teacher and a primary grade teacher.
- All parents of children receiving intervention receive assessment information as well as an opportunity to provide input into the intervention planning process.
- Refer to flow chart on p.9

Instructions: In the Parent Involvement section, provide an explanation of how the school district involved parent input in developing the school district Literacy Intervention Program Plan, as well as how parents will be informed and involved in the development of their individual student literacy intervention plans.

## **Parent Involvement**

- Parents will receive letters providing student assessment information.
- Parents will have opportunity to meet with staff in development of literacy intervention plan for their individual students.
- Parents will be invited to attend literacy events organized by district, PTO, library etc.
- Parents receive monthly "Home and School Connection Newsletters" which provide tips and ideas to foster literacy and other curriculum content.

# GENESEE JOINT SCHOOL DISTRICT LITERACY INTERVENTION PROGRAM (2016-2017)

Instructions: In the sections below, please provide metrics of the literacy interventions that will be used for each grade level (K-3) to show the effectiveness of the plan, including the minimum required metrics. Provide baseline data, where available, for the previous school and benchmarks for the current year. (If your district has questions about available State level data you are interested in using, please contact the Board of Education's research staff). Shaded metrics are required to be reported in your Continuous Improvement Plan.

Performance Metric (Chosen by LEA)	SY 2014-2015	SY 2015-2016	Benchmark (Chosen by LEA)
# of students who scored "proficient" on the Kindergarten Spring IRI	16	22	
% of students who scored "proficient" on the Kindergarten Spring IRI	73%	81%	70%
Improvement in # of students who scored "proficient" on the Kindergarten Spring IRI	-1	5	
Improvement in % of students who scored "proficient" on the Kindergarten Spring IRI	-4%	75%	10%
# of students who scored "proficient" on the Grade 1 Spring IRI	9	16	
% of students who scored "proficient" on the Grade 1 Spring IRI	60%	70%	70%
Improvement in # of students who scored "proficient" on the Grade 1 Spring IRI	1	3	
Improvement in % of students who scored "proficient" on the Grade 1 Spring IRI	7%	43%	10%
# of students who scored "proficient" on the Grade 2 Spring IRI	20	9	
% of students who scored "proficient" on the Grade 2 Spring IRI	87%	60%	70%
Improvement in # of students who scored "proficient" on the Grade 2 Spring IRI	4	3	
Improvement in % of students who scored "proficient" on Grade 2 Spring IRI	17%	33%	10%
# of students who scored "proficient" on the Grade 3 Spring IRI	17	23	
% of students who scored "proficient" on the Grade 3 Spring IRI	85%	96%	70%
Improvement in # of students who scored "proficient" on the Grade 3 Spring IRI	2	1	
Improvement in % of students who scored "proficient" on the Grade 3 Spring IRI	10%	50%	10%
(ex. % of students who scored proficient or advanced on the ELA section of the Grade 3 ISAT)	60 %	75%	70%
(ex. % of students who scored proficient or advanced on the ELA section of the Grade 4 ISAT)	68 %	68%	70%
(ex. Professional Development hours ...)	136	136	

**GENESEE JOINT SCHOOL DISTRICT  
LITERACY INTERVENTION PROGRAM  
(2016-2017)**

**Notes/Comments**

As a district we find it very hard to use the metrics required by this template/ plan. It is more realistic for districts to look at students IRI scores in the fall and then set benchmarks for student's Spring IRI scores, or to look at individual student's scores on ISAT scores as indicators of reading proficiency. This comparison does not allow a view into the growth of individual students over the year that the plan takes place. I think we could report more applicable information that would mean more to the State representatives and the districts as a whole.

It is also extremely repetitious for district to have to provide this data, when most of this data is collected at the state level through ISEE uploads.

<b>Funding Received for 2015-2016 :</b>	\$1,429.71
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<b>Personnel</b>				
<b>Position / Item</b>	<b>Details</b>	<b>FTE</b>	<b>Cost Per FTE</b>	<b>Total Cost</b>
Paraprofessional	Provided reading interventions within the classroom as determined by RTI process for 1st graders	0.3	26,166.40	7,849.92
				0.00
Benefits		0.3	12,352.71	3,705.81
<b>Personnel Subtotal</b>				<b>11,555.73</b>
<b>Programs / Curricula</b>				
<b>Item</b>	<b>Details</b>	<b># Items</b>	<b>Cost Per Item</b>	<b>Total Cost</b>
EXAMPLE: Voyager Passport	Instructional books for teachers / specialists	4	22.00	
				0.00
				0.00
<b>Programs / Curricula Subtotal</b>				<b>0.00</b>
<b>Transportation</b>				
<b>Item</b>	<b>Details</b>	<b># Students</b>	<b>Cost Per Student</b>	<b>Total Cost</b>
EXAMPLE: Bussing	Bussing for eligible students at reimbursement rate	17	24.00	
				0.00
				0.00
<b>Transportation Subtotal</b>				<b>0.00</b>
<b>Other Costs</b>				
<b>Item</b>	<b>Details</b>	<b># Items</b>	<b>Cost Per Item</b>	<b>Total Cost</b>
EXAMPLE: Supplemental reading books	2 per eligible student	34	12.00	
				0.00
				0.00
<b>Other Costs Subtotal</b>				<b>0.00</b>
<b>TOTAL COSTS</b>				<b>\$11,555.73</b>

Funding Received for 2016-2017 :	approx. \$9,000 Per Tim Hill
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Personnel				
Position / Item	Details	FTE	Cost Per FTE	Total Cost
Instructional staff	Summer Literacy Intervention Program - 3 weeks 4 hours/day = 60 hours	1.0	3,000.00	3,000.00
Instructional Staff	Instructional staff to work with identified students afterschool Grades 1-3 2 hours/week for 30 weeks.	1.0	3,000.00	3,000.00
Benefits	Summer Literacy Intervention Program Benefits	1.0	666.03	666.03
Benefits	Benefits for instructional staff afterschool hours	1.0	666.02	666.02
<b>Personnel Subtotal</b>				<b>7,332.05</b>
Programs / Curricula				
Item	Details	# Items	Cost Per Item	Total Cost
Zoo Phonics	Instructional books for teachers / specialists to use as intervention for Grades K-3	1	417.95	417.95
				0.00
				0.00
<b>Programs / Curricula Subtotal</b>				<b>417.95</b>
Transportation				
Item	Details	# Students	Cost Per Student	Total Cost
EXAMPLE: Bussing	Bussing for eligible students at reimbursement rate	17	24.00	
				0.00
				0.00
<b>Transportation Subtotal</b>				<b>0.00</b>
Other Costs				
Item	Details	# Items	Cost Per Item	Total Cost
Supplies and Materials	Binders, folders, Materials needed for student	50	25.00	1,250.00
				0.00
				0.00
<b>Other Costs Subtotal</b>				<b>1,250.00</b>
<b>TOTAL COSTS</b>				<b>\$9,000.00</b>



# Genesee Joint Schools #282 K-3 Literacy Intervention 2016-2017

